

## 6<sup>th</sup>-12<sup>th</sup> Grade TAF Academy Portfolio and Gateway Exhibition

At TAF Academy, students at each grade level compile a TAF Academy Portfolio which is a collection of work, assignments, projects, and exhibitions that demonstrates a student's competency in meeting standard in their academic coursework and developing TAF Academy Habits of Mind. The portfolio provides evidence of a student's ability to meet standard at each grade level in various subject areas, as well as their growth over time. Collected work is stored digitally and is used to share their accomplishments with teachers, classmates, parents, and prospective colleges and universities.

As part of the TAF Academy Portfolio, students at the end of 8<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grade are expected to conduct a Gateway Exhibition as a prerequisite to graduating from TAF Academy. Gateway Exhibitions are opportunities for students to formally show what they have learned, given an accomplished task, and are evaluated based on content, and presentation of their work and development of TAF Academy Habits of Mind. Below are the gateway tasks for each grade level:

**8<sup>th</sup> Grade-** *6<sup>th</sup>-8<sup>th</sup> Grade Portfolio Presentation*

**10<sup>th</sup> Grade-** *10<sup>th</sup> Grade Research Paper*

**12<sup>th</sup> Grade-** *Senior Research Paper and Project*

Gateway Exhibitions offer students a formal opportunity to explain their work, to engage in discussions with an authentic audience, and to reflect on their learning, providing developmental milestones for their progression at TAF Academy. Gateway Exhibitions are conducted before a panel of teachers, administrators, TAF staff, and community members. The panel is responsible for making a summative evaluation of the student's presentation skills and Habits of Mind through:

- The student's oral presentation and explanation of their work
- The student's written reflections on portfolio tasks
- The student's fulfilling portfolio task requirements
- The student's research paper (if applicable)
- The student's response to questions given by the panel

Gateway Exhibitions that meet or exceed criteria for success are celebrated and publicly displayed at the 4<sup>th</sup> quarter exhibition night where parents, family, classmates, mentors, and community members are welcome to attend. Exhibitions that do not meet the criteria for success can be revised, and evaluation can be rescheduled accordingly.

## Portfolio Performance Task Standards

The portfolio performance task standards:

1. Identifies what and how many assignments/projects, and exhibitions are to be included in a student's portfolio, and
2. Provides a guide for teachers in planning assignments/projects, and exhibitions for the year

### Portfolio Performance Task- Assignments/Projects

Throughout the course of a school year, students are given a number of assignments and projects within humanities, math, science, Japanese, Chinese, and digital art. Likewise, students engage in periodic health and wellness, and college and career readiness activities and experiences. All are important aspects of a student's overall development and growth at TAF Academy and offer key pieces of evidence which demonstrates that.

Students are required to submit into their portfolio two teacher-identified performance task assignments or projects per grade level in humanities, math, and science; and one teacher-identified assignment or project per grade level in foreign language and digital art. In addition, students are required to submit into their portfolio one performance task assignment from a wellness and fitness experience per grade level. At the middle school level, students must also submit one identified college and career readiness assignment; and at the high school level, students must submit two identified college and career readiness assignments.

### Criteria for Portfolio Performance Task- Assignments/Projects

Performance task assignments or projects submitted into a student's portfolio must meet the following criteria in order to be considered a portfolio piece. The performance task assignment or project:

1. ***Can be single or multi-subject area***
2. ***For an assignment, cover 3-5 learning targets; or for a project, cover a minimum of 5-7 learning targets***
3. ***Covers 2-4 habits of mind***
4. ***Takes roughly one week, or longer, to accomplish***
5. ***Includes a printed rubric that identifies criteria for successfully meeting learning targets (and habits of mind)***

### Collection Process for Performance Task- Assignments/Projects

Each grade level content team is responsible for identifying and planning which assignments and projects are eligible to be submitted into a student portfolio. In doing so, teams must be sure to have planned enough assignments or projects throughout the year to allow students to meet the minimum requirement of portfolio entries for each subject area and to provide. Once a student accomplishes an assignment or project, the teacher identifies whether or not it meets standard (based on the assignment or project rubric). If the assignment or project meets standard, the student can submit the piece into their portfolio. If the assignment or project does not meet standard, students are allowed to revise their work after consulting with their teacher and make any adjustments needed in order to meet the standard of the assignment or project.

### Criteria for Portfolio Performance Task- Exhibitions

In addition to ongoing assignments and projects, the TAF Academy portfolio includes two of the required four exhibitions that student's present on a quarterly basis, with the exception of the 12<sup>th</sup> grade portfolio which requires only one. As a student progresses through the grade levels, it's essential that the exhibitions submitted to their portfolio represents a combination of individual and group projects, covering single and multiple-subjects, and those that are teacher-directed and student-directed. Expectations for each element are scaffolded for students from 6<sup>th</sup> through 12<sup>th</sup> grade and are listed below:

**6<sup>th</sup> Grade-** 2 group projects that are teacher-directed and cover either single or multiple subjects

**7<sup>th</sup> Grade-** 1 group project that is teacher-directed and covers either single or multiple subjects; 1 individual project that is teacher-directed (or negotiated) and covers either single or multiple subjects

**8<sup>th</sup> Grade-** 1 group project that is teacher-directed and covers either single or multiple subjects; 1 individual project that is teacher-directed (or negotiated) and covers either single or multiple subjects.  
***The 8<sup>th</sup> grade is a gateway level and requires students to include a 6<sup>th</sup>-8<sup>th</sup> grade portfolio presentation as one of the four exhibitions for that year.***

**9<sup>th</sup> Grade-** 1 group project that is teacher-directed (or negotiated) and covers either single or multiple subjects; 1 individual project that is teacher-directed (or negotiated) and covers either single or multiple subjects.

**10<sup>th</sup> Grade-** 1 group project that is student-directed and covers either single or multiple subjects; 1 individual project that is student-directed and covers either single or multiple subjects. ***The 10<sup>th</sup> grade is a gateway level and requires students to include a research paper presentation as one of the four exhibitions for that year.***

**11<sup>th</sup> Grade-** 1 group project that is student-directed and covers either single or multiple subjects; 1 individual project that is student-directed and covers either single or multiple subjects.

**12<sup>th</sup> Grade-** 1 individual project that is student-directed and covers either single or multiple subjects.  
***The 12<sup>th</sup> grade is a gateway level and requires students to include a senior project research paper presentation as one of the four exhibitions for that year AND a final senior project presentation.***

### Collection Process for Performance Task- Exhibitions

The general collection process for performance task exhibitions is the same for assignments and projects described above. Each grade level content team is responsible for identifying and planning the four exhibitions for the year. Teachers identify whether or not it meets standard (based on the assignment or project rubric). If the exhibition project meets standard, the student can submit the piece into their portfolio. If the exhibition project does not meet standard, students are allowed to revise their work after consulting with their teacher and make any adjustments needed in order to meet the standard of the exhibition project.

### Minimum Number of Performance Task Assignments/ Projects for the Portfolio per year

	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Humanities	2	2	2	2	2	2	2
Math	2	2	2	2	2	2	2
Science	2	2	2	2	2	2	2
Foreign Lang	1	1	1	1	1	1	1
Art	1	1	1	1	1	1	1
W/F	1	1	1	1	1	1	1
CCR	1	1	1	2	2	2	2

### Criteria for Portfolio Performance Task- Assignments/ Projects

Criteria #1	Criteria # 2	Criteria # 3	Criteria #4	Criteria #5
-Can be single or multi-subject area  -No “double dipping” as a portfolio entry	<u><b>Assignment:</b></u> -Covers 3 to 5 LT’s and 2 to 4 Habits of Mind  (or) <u><b>Project:</b></u> -Covers a minimum 5-7 LT’s and “2-4” # of Habits of Mind	Covers 2-4 Habits of mind specifically identified in the assignment/ project	Has a duration of roughly one week or longer	Includes a printed rubric that identifies criteria for success for the both the LT’s <u><b>and</b></u> the Habits of Mind

### Collection Process for Performance Task- Assignments/Projects

Step 1	Step 2	Step 3
-Grade level content teams identify which assignments/projects are eligible to be counted as Performance Tasks -Plan to have a sufficient number to match the minimum above with the idea of multiple attempts possible	Students complete the assignment(s)/ project(s) and the teacher grades it/ them	-Students who meet standard include their work in their portfolio -Students not meeting standard may be allowed to revise their work after consulting with the teacher

### Criteria for Portfolio Performance- Task Exhibitions

6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
-2 Group project Teacher-directed Multiple/Single content	-1 Group project Teacher-directed Multiple/Single content -1 Individual project Teacher or negotiated Multiple/Single content	-1 Group project Teacher-directed Multiple/Single content -1 Individual project Teacher or negotiated Multiple/Single content  <b>Gateway 6-8 Portfolio Presentation</b>	-1 Group project Teacher or negotiated Multiple/Single content -1 Individual project Teacher or negotiated Multiple/Single content	-1 Group project Student-directed Multiple/Single content -1 Individual project Student-directed Multiple/Single content  <b>Gateway Research Paper Presentation</b>	-1 Group project Student-directed Multiple/Single content -1 Individual project Student-directed Multiple/Single content	-1 Individual project Student-directed Multiple/Single content  <b>1 Gateway Senior Research Paper</b>  <b>1 Gateway Senior Project Presentation</b>

## Glossary

**Assignment cover letter:** this is a letter written by the student reflecting on a specific assignment, including the learning targets and skills they exhibited through the assignment.

**Authentic audience:** a panel or group of people from outside the classroom who observe, critique, and evaluate student work.

**CCR:** College and Career Readiness.

**Celebratory Event:** students display their portfolio and gateway project if they have passed their gateway exhibition. This occurs during the regularly scheduled 4th quarter exhibition.

**Exhibition:** one of the four, quarterly scheduled events planned by the staff for the grade levels to demonstrate their learning from one or more subject areas.

**Gateway exhibition:** a privately held summative evaluation of the student's portfolio in 8th, 10th, and 12th grades that happens prior to the 4th quarter exhibition.

**Gateway panel:** a group comprised of TAF Academy teachers, administrators, TAF staff and community members that evaluates student gateway projects.

**Habits of Mind:** ways of thinking or behaving that increase one's likelihood of success when approaching a problem or task.

**Wellness/Fitness (W/F):** a series of activities that focus students on the importance of being well; portfolios must include a reflection on health/wellness habits through the year.

**Portfolio:** a collection of tangible and/or digital student work comprised of subject area portfolio entries. These are compiled for evidence of student learning, used in student-led conferences, and gateway panels.

**Portfolio Task(s):** assignments, projects, or other work designated by subject area teachers for inclusion in a student's portfolio.

**Project:** a short or long-term assignment given to students to complete power standards/ learning targets within one or more classes. Projects culminate with a deliverable product.

**Reflections:** written response based on careful thought about an experience, assignment, or your learning.

**Research Paper:** one of the projects required of the student in the course of their 10<sup>th</sup> and/or 12th grade year. The paper MUST be included in the student's portfolio.

**STEM:** Science, Technology, Engineering, and Math.

## STUDENTS AT TAF ACADEMY PRACTICE THESE HABITS OF MIND:

***Critical Thinking:*** Simply speaking, critical thinking involves thinking with a filter. The critical thinker approaches information using this filter to separate the true from the untrue. It is a higher-order kind of thinking that questions validity, questions assumptions, and questions judgments. It is used in problem solving, and along with analysis, synthesis and inference, leads to evaluation.

***Inquisitiveness:*** To be inquisitive is to be curious in an active sort of way. The curious will wonder, but the inquisitive are more likely to turn wondering into active questioning and go from there into a full inquiry process. The curious child will wonder and perhaps ask an adult how a clock works; the inquisitive child will take it apart.

***Reflection:*** The reflective mind is the one that thinks about itself. In school, the reflective student thinks about what he/she is learning and why, about how the learning process is moving along, about how he/she feels about it all. Reflection is not just aimless meandering. It is purposeful, pointed toward understanding and improving learning.

***Collaboration:*** Though some valuable thinking certainly occurs in the minds of people working alone, the best minds probably do their best thinking with others. Research agrees that the synergy created within a group of people actively trying to solve a problem will lead to more accurate answers than the energy of one mind working alone. The collaborative thinker will seek out others to work with and will seek their input in response to his/her thinking.

***Creative, Imaginative, Innovative:*** These thinking behaviors are listed here in combination because no one of them alone quite covers the outcomes that our culture needs. Individuals who can imagine things differently than they are, who can create something that never existed before, and who can make something concrete out of what their creative imaginations envision can free themselves from the intellectual constraints of tradition and dogma. They can change the world.

***Responsibility for Excellence:*** A person who has no tolerance for mediocrity expects much of himself/herself. This person sets high standards and goes for it; he/she is unwilling to just get by. When he/she falls short, he/she does not blame others but goes forward and perseveres towards a vision of excellence.

### Assignment/Project Cover Letter

<b>Student Name</b>	<b>Grade</b>
<b>Teacher(s)</b>	<b>Date</b>

<b>Assignment Title</b>	
<b>Learning Targets</b>	
<b>Habits of Mind</b>	

**Student Reflection (Answer each question in complete sentences and in paragraph form).**

1. Why did you select this piece?
2. Why should this sample be included in your portfolio? How does this sample meet the criteria for selection for your portfolio?
3. What are the strengths of this work? What is one thing you can improve upon in this piece?
4. What skills have you developed and/or improved as a result of completing this assignment?
5. What did you learn from reviewing this piece?
6. Explain **in detail** how the Habits of Mind were present in the assignment. Provide as much evidence as possible, beyond mere opinion, that you exhibited these habits.

## Grade Level Portfolio Checklist

6 <sup>th</sup> Grade	
Subject/Topic Area	Assignment/Project/Exhibition
Humanities	1.
	2.
Math	1.
	2.
Science	1.
	2.
Foreign Language	1.
Art	1.
Wellness/Fitness	1.
College & Career Readiness	1.
Exhibitions	
Group Project #1	
Group Project #2	



<b>7<sup>th</sup> Grade</b>	
<b>Subject/Topic Area</b>	<b>Assignment/Project/Exhibition</b>
Humanities	1.
	2.
Math	1.
	2.
Science	1.
	2
Foreign Language	1.
Art	1.
Wellness/Fitness	1.
College & Career Readiness	1.
<b>Exhibitions</b>	
Group Project #1	
Individual Project #2	

8 <sup>th</sup> Grade	
Subject/Topic Area	Assignment/Project/Exhibition
Humanities	1.
	2.
Math	1.
	2.
Science	1.
	2.
Foreign Language	1.
Art	1.
Wellness/Fitness	1.
College & Career Readiness	1.
Exhibitions	
Group Project #1	
Individual Project #2	
6 <sup>th</sup> -8 <sup>th</sup> Grade Portfolio Gateway	

9 <sup>th</sup> Grade	
Subject/Topic Area	Assignment/Project/Exhibition
Humanities	1.
	2.
Math	1.
	2.
Science	1.
	2.
Foreign Language	1.
Art	1.
Wellness/Fitness	1.
College & Career Readiness	1.
	2.
Exhibitions	
Group Project #1	
Individual Project #2	

10 <sup>th</sup> Grade	
Subject/Topic Area	Assignment/Project/Exhibition
Humanities	1.
	2.
Math	1.
	2.
Science	1.
	2.
Foreign Language	1.
Art	1.
Wellness/Fitness	1.
College & Career Readiness	1.
	2.
Exhibitions	
Group Project #1	
Individual Project #2	
Research Paper Gateway	

<b>11<sup>th</sup> Grade</b>	
<b>Subject/Topic Area</b>	<b>Assignment/Project/Exhibition</b>
Humanities	1.
	2.
Math	1.
	2.
Science	1.
	2.
Foreign Language	1.
Art	1.
Wellness/Fitness	1.
College & Career Readiness	1.
	2.
<b>Exhibitions</b>	
Group Project #1	
Individual Project #2	

12 <sup>th</sup> Grade	
Subject/Topic Area	Assignment/Project/Exhibition
Humanities	1.
	2.
Math	1.
	2.
Science	1.
	2.
Foreign Language	1.
Art	1.
Wellness/Fitness	1.
College & Career Readiness	1.
	2.
Exhibitions	
Group Project #1	
Individual Project #2	
Senior Research Paper Gateway	
Senior Project Gateway	

